



Education and Culture DG

Lifelong Learning Programme

Gewerbliche Schule Metzingen
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COMENIUS PROJECT 2011-2013 / TITLE: TRAINING AND EDUCATION FOR THE CREATION OF DESIGN, TECHNOLOGY AND INNOVATION

Summary

The aim of our project is to use new technical materials destined to different technological innovation and applying them to fashion and textile field.

Our project development will consist of design and pattern creation and technical specification in order to shape a collection of items destined to special applications and functional characteristics, considered as technological innovations.

We are partner of a group of institutions related to textile education in different fields, with different countries, cultures and languages, sharing the same aim: each region development of technological progress in order to create new fabrics, material or components to be applied subsequently in creating a collection together.

Our goal is to undertake a project where all students can work in an European and international environment, getting through the barriers of cultures, and widening their knowledge of languages of the different participating countries, as well as English, the official language of the project.

Research, Development and Innovation (R+D+I) are the future and the challenge of Europe in our field. The aim of the project is to make students aware of the necessity of applying these progresses in fashion as a distinguishing feature of the "Made in Europe" quality.

Motivation and why this project is needed

The main reason of this project is to link the world of fashion with Research, Development and Innovation (R+D+I) in order to create added value goods, so that Europe will not have any direct competition with Asia, protecting like this the future of our field and the industry in the EU countries. Students' awareness and knowledge of Europe's rich heritage, working together in order to apply these factors from a technical and creative point of view.

To carry out this project, it is necessary:

- To give students an international point of view of team work, according to today's textile working reality.
- To get through language barrier and enlarge the students' knowledge of English, at least technical vocabulary related to our field.
- To foster use of resources with regard to new technical items as inspiration of young professional people to get subsequent new creations.

Project objectives and strategies

-The creation of a strong partnership, for staff and students to gain from and the networking that both can achieve by being an active and equally important element of the partnership.

-Students to develop crucial life skills, communication and cultural understanding.

To give students more responsibility in the project, to empower them to challenge the issues and ensure they are active in all aspects of the project, that their ideas are important. Collaborative working for a truly successful project. A website working for a truly successful project. A website, Twitter, regular meetings for students to have continuous contact rather than always led by staff.

-To introduce an international dimension to the curriculum and learning of staff and students involved, to build confidence and communication. To enhance the cultural knowledge and understanding of others. Students will develop language skills of the countries involved that will assist with their fashion communication across Europe and could impact on their employment and studies later in their lives, to promote equality of each country.

-Share best practice- to exchange ideas on teaching and learning of areas of the project.

Each institution will approach areas in different ways, visit/collaborate with companies in their own regions and be able to disseminate what they learn across the whole partnership-important for student to work together rather than always led by staff.

-Students to link with businesses as part of the project to learn from them in workshops and activities as there are many concerns that are specific to these types of businesses. The students will realize their own business ideas as part of the project so they can experience how a fashion business is planned and run.

- To foster the use of resources with regard to new technical items as inspiration of young professional people to get subsequent new creations.

- To make students aware of the importance of researching new materials and components in order to create a distinguishing feature with regard to competition.

European added value

The added value is combining new technologies inside the I+R+D project, as well as getting in touch with different cultures, learning closer about International Cooperation and breaking barriers and prejudices about different countries. It's very important that students are capable of developing language skills from each institution, so that participants can communicate with no problem.

Besides, the project's added value is that all the acting parts belong to an association, so that projects are not an individual work. The existing digital platforms on the net, break the existing barriers to partners communication.

Impact

The profit of the project is not only intended for students, but also for teaching staff, who can take advantage of it. It's a unique experience for students, who will get their learning curricula enriched, as well as a wider view of Europe. In a society demanding more and more mobility among the different European countries, it is necessary that students can reach a European mentality and better language skills in order to get better labor opportunities. Teaching staff can exchange experiences and enhance teaching strategies, getting so a mutual enrichment.

The institutions get an easier way to Europe, making like this Vocational Training more attractive and giving underprivileged groups an opportunity to make their wishes come true. With regard to regional development, this project gives a chance in order to help to technical development and collaboration.

Distributions of tasks

In general the schools will participate in the project development and project management with equal rights. All partners will be actively involved within all the project phases, as the project aims have been written to ensure this happens- the students are fully involved with all areas also as their ideas for the development of the project are important, they need to have responsibility and to take ownership of tasks.

Each institution will have to make links with employers and businesses as part of the planned activities but a database of the contact details will be managed by Mundet Spain.

It is important that the planned activities take place, and if any changes are made then a record needs to be kept and the other institutions informed, this will be managed by Germany.

Nobilities are planned to allow students to meet at decisive moments throughout the project, and sometimes the times can change due to each school involved, this will be managed by Germany also. They will keep the plans for nobilities up to date, and be the visits coordinator.

After each mobility or planned workshop/activity it will be expected that students and staff involved share the outcomes, and they will be a reporter group selected from each school to assist with this. The overall monitoring and management of the reporter group will be Romania and Spain.

Institutions with particular subject specialisms will work with the other project partners to enhance their learning and develop curriculum ideas, these are:

Romania, Germany & Spain- CAD and production techniques.

France& Italy- Research and design

Spain, Germany, Romania, France & Italy - Fabric and Component research

Romania & Spain- Promotion, marketing and communication (including website)

The role of the coordinator Spain:

-ensure that the communication is continuous throughout the project and includes all partners.

-Keep the timetable of tasks and oversee the dissemination of information to all parties.

-ensure that tasks are completed and oversee project as a whole

-to hold the final meeting

Cooperation and Communication

We have ensured that in the planning of the project tasks, workshops and mobilities have been distributed equally and regularly throughout the 2 years of the project.

Our main communication will be through email/web, which is good as it more environmentally friendly too! We will embrace the new technologies that are so popular with the students, including Skype, Twitter and Facebook. This allows a continuous access but whilst also being able to be monitored by staff members involved on a regular basis, with some prearranged times for all to get together as outlined in mobility and activity chart. The main communication languages to improve international communication for all staff and students.

A common project website and the use of e-twinning will link all involved and allow others to see the project as it develops, teaching others around the world. Students will have opportunities to link with others on a regular bases also, sharing their ideas and updating the other partners on developments in each country. There will be a specific reporter group involving students from each college so that information is shared regularly for all activities, this could be via the website for quick and environmentally friendly communication and through school newsletters/bulletins so that many people in the schools can be updated on the work done. The coordinator will oversee the cooperation and communication to ensure all tasks place, information is shared regularly and to stop any breakdown in communication during the 2 years.

Participants involvement

Students will have a deciding roll in the execution and presentation of the project activities and final evaluation. They must get high responsibility, giving ideas and taking critical attitude with regard to the development of each project. The project will last 2 years and all the activities will be carried out in the frame of the learning curriculum. This feature will oblige participating institutions to include in their syllabus activities focusing the project achievement, allowing the teaching team to evaluate it.

Integration into ongoing activities

The project will be part of the main curriculum for the institutions involved –part of the work will be done during normal lessons and some parts will be extra working time, masterclasses and workshops, etc. The partnership will develop strong links between institutions that will continue beyond the project, which is how many of the schools already know each other.

There will be didactical materials produced throughout the project that will be used after the 2 years and will have been introduced and tried in the school curriculum to form part of the everyday teaching of this important subject in fashion. By having the evaluation of activities from other schools, and understanding the project work they have implemented will continue to develop and inspire future curriculum ideas, so that the Comenius is an excellent starting point to cover the areas of I+D+I, which is subject that will not just disappear after 2 years and be a sustained element of all the schools involved.

Cross curricular language development throughout the project is important for all students and staff to have increased language knowledge and use in their teaching. It will also develop links within the schools that teach both design and languages, where normally collaborations are unknown.

There will be links made to companies and designers that will benefit all partners involved, which is a key point in today's employment market and these links may benefit students later in their lives.

Evaluation

Evaluations from each mobility will be important to individual institutions as well the whole partnership in seeing how developments have been made and in planning for further opportunities. Institutions will send to the rest of the group an overview of all planned activities via email and other ICT passed media as appropriate. This is also

assisted by the addition of the reporter group of students involved, who will also evaluate other student experiences via surveys and interviews generally once a year, and after each planned activity. This information can be shared and monitored across the web portal created for the project and via discussions with the staff involved. There will be monitoring of this by staff in each school and then coordinated by Spain as part of their responsibility across the 2 years, as we will need an understanding from a teacher's perspective too.

At the end of the project there will be a meeting and exhibition for all partners to finalise the project and the work of students will display how they have learned about the new technology. Students will be able to put across the important message behind the project through marketing and displays. The final outcome of a book/CD-ROM that will be able to go to other community members, school students, etc. will also help to teach others of their learnings.

Evaluations will include –student and teacher surveys and interviews from those involved and others in the institutions; participation of experts from companies; public presentations; self and joint evaluations.

There will be 2 main evaluation points at the end of the first year and then end of the project. It is important to evaluate the tasks, and for students to be a big part of this, to ensure the objectives and time-line are being met. The evaluation will also assist with further planning and ideas as necessary. Staff will also need to evaluate the impact the project has had in their own delivery and the classroom, as it is expected that the project subjects will filter across many of the lessons taught and into other areas of the schools.

Dissemination and the use of results

Each institution will analyse the project from the delivery to their own students and show the impact on the learners involved. The work produced from each can be disseminated via DVDs, exhibitions, photographs, presentations and regular email contact, twitter, newsletters etc.

Main project results as well as shared with the instructions can be shown to communities and industry etc through the displays and presentations, public events, local and regional press, and a common website for the project. Staff students can take learning and project elements to others, for example local schools or education groups with the didactical materials that will be produced; companies etc at different stages throughout the project.